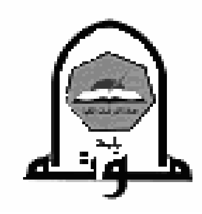


Mu'tah University
Deanship of Graduate studies

An Evaluation of the Twelfth Grade English Textbook from the Perspectives of Students and Teachers in ALTafilah Directorate of Education

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الآراء الواردة في الرسالة الجامعية لا تُعبر
بالضرورة عن وجهة نظر جامعة مؤتة

بسم الله الرحمن الرحيم



MUTAH UNIVERSITY
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An Evaluation of the Twelfth Grade English Textbook from the Perspectives of Students and Teachers in ALTafilah Directorate of Education

اســتكمالاً لمتطلــبات الحصول على درجة الماجستير في **مناهج وأساليب تدريس اللغة الإنجليزية.**

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Dedication

This work is dedicated
to my
Mother, Father Sisters, and Brothers With Love and Affection To Shifa
yousef Daradkah with the best love

Adam Saleem Amawi

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Adam Saleem Amawi

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Abstract

An Evaluation of the Twelfth Grade English Textbook from the Perspectives of Students and Teachers in Tafila Directorate of Education

Adam Saleem Amawi

Mu'tah university, 2011

This study investigated the teachers' and the students' perceptions of the new 12th grade English textbook and the effect of gender and experience for teachers and the effect of gender for students on these perceptions in Al-Tafilah Directorate of Education. A questionnaire of 47items was used in order to answer the questions of the study.

The population of the study consisted of the English language male and female teachers and students in Tafila Directorate of Education in the second semester of the academic year 2010-2011. The total number of the population is 1242. The sample of the study consisted of the all teachers (48), and about 10% of the total number of the students.

The results revealed positive ratings among the English language teachers toward the new 12th grade English textbook regardless of their gender and years of experiences, also they revealed mid perceptions among the English language students toward the new 12th grade English textbook regardless of their gender. Results also revealed that there were no statistical significant differences among teachers due to gender or year of experience, and there were no statistical significant differences among students due to gender.

الملخص

تقييم كتاب اللغة الانجليزية للصف الثاني الثانوي من وجهة نظر المعلمين والطلاب في مديرية تربية وتعليم الطفيلة

ادم سليم عماوي

جامعة مؤتة، 2011

تهدف هذه الدراسة إلى استقصاء تصورات معلمي وطلبة اللغة الانجليزية في الصف الثاني عشر تجاه كتاب اللغة الانجليزية الجديد للصف الثاني عشر وتهـدف الدراسة إلى معرفة ما إذا كان هناك أثر للجـنس وسـنوات الخبـرة علـى تلـك التصورات أم لا بالنسبة للمعلمين، كما وتهدف الدراسة إلى معرفة ما إذا كان هناك أثر للجنس على تلك التصورات بالنسبة للطلبة.

تكونت الاستبانة من 47 فقرة لتجيب عن اسئلة الدراسـة. تكـون مجتمـع الدراسة من معلمين وطلاب ذكور وإناث في مديرية تربية وتعليم الطفيلة في الفصل الثاني من العام الدراسي 2010-2011 . المجتمع الكلي للدراسة تكون مـن 1242 اخذ مجتمع المعلمين بالكامل وأخذت عينة عشوائية من الطلاب بمقدار10%.

وقد أظهرت نتائج الدراسة تصورات ايجابية مرتفعة لدى أفراد عينة الدراسة حول كتاب اللغة الانجليزية الجديد للصف الثاني عشر بغض النظـر عـن النـوع الاجتماعي وسنوات الخبرة بالنسبة للمعلمين كما وأظهرت الدراسـة أن تـصورات الطلبة متوسطة وبغض النظر عن النوع الاجتماعي.

Chapter one
Introduction

1.1 Theoretical Background

A textbook is a tool that student uses to learn. It is used in classrooms from primary school to secondary school. Pupils use it to learn about a certain subject. In today's classrooms, textbooks serve as a tool and tutor. We knew that the textbook has a vital and positive part to play in everyday teaching and learning, and that the importance of the textbook becomes even greater in times of change .

Textbooks have been an integral part of education for many years through out the educational phases. In both public and private schools there has been a major change in the way in which textbooks are being used by teachers. Twenty years ago a single textbook may have completely dominated each subject classroom. A textbook can be the main source of information for a class or it can be used as a supplementary to what the teacher is lecturing about, (Litz 2001).

Richards (2001) suggested that Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supply the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use (Richards, 2001).

Textbooks may aid students in achieving the objectives of any subject. Our students often have little knowledge of any given subject. They should be regarded as one of the many resources teachers can draw upon in creating effective lessons, but teachers need training and experience in adapting and modifying textbooks as well as in using authentic materials and in creating their own teaching materials.

For many English language teachers, the textbook is their primary guide for implementing the curriculum. (Litz 2001) stated that English language instruction has many important components but the essential constituents to many English as a Second/Foreign Language (ESL/EFL) classrooms and programs are the textbooks and instructional materials that are often used by language instructors. As (Hutchinson and Torres, 1994) suggested that the textbook is an almost universal element of English language teaching. Millions of copies are sold every year, and numerous aid projects have

been set up to produce them in various countries. No teaching-learning situation, it seems, is complete until it has its relevant textbook.

Garinger (2002) said that the question of whether and how to use textbooks in teaching English as a second language has long been debated among professionals in the field. Teachers throughout the world use textbooks to guide their instruction, so textbooks greatly influence how a content is delivered.

Textbooks play an important role in making the leap from intentions and plans to classroom activities, by making content available and organizing it.

It is important that teachers and students know how well a textbook's instructional design effectively supports the attainment of goals in general. **(**Adaskou, Britten and Fahsi**,** 1988) said that "it is teachers' and students' attitudes to a language textbook that most of all determine its effectiveness and its useful life-span". (Ornstein and Hunkins, 1993) stated that when curriculum (and its texts) are irrelevant to students, it will debilitate student's motivation and learning. The only way to gain this information is through careful evaluations of textbooks and other materials and to make the most effective use of a textbook, however, teachers and students must decide which textbooks are appropriate for their needs. Teachers need to determine the extent to which a textbook focuses on student learning goals that the government, has identified as integral to the progress in a particular academic subject. Sheldon (1988) said that "textbooks represent the visible heart of any ELT (English Learning Teaching) program" (p.237).

Jahangard, (2007), claimed that EFL textbooks play an important role in the success of language programs. In fact, they are the realization of the processes of means/ends specification in the curriculum planning. He added that the way to amend and improve a curriculum is to improve the textbooks and the materials employed in the program. And this is not possible unless the consumers involved systematically evaluate and assess them on the basis of some established criteria. The reports of these types of evaluations can be shared among teachers and the authors of the materials to gain more effective EFL textbooks. Materials and textbooks are an important resource for teachers in assisting students to learn English.

Garinger (2002) suggested that textbooks have multiple roles in language teaching such as:

1. a resource for presentation material
2. a source of activities
3. a reference source for pupils on sub-skills
4. a source of ideas, stimulation and suggestions for classroom language activities
5. a syllabus
6. a resource for self-directed learning and self-evaluation

7. a support for less experienced teachers

Noordin and AbdulSamad (2002) argued that Textbooks are a key component in most language programs. They added that textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. In some situations, the textbook may function as a supplement to the teachers' instruction in the ESL teaching and learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities. The use of English to teach Science and Mathematics in schools reflects the importance of having effective English textbooks in helping learners acquire the necessary language skills. This paper examined just how far the prescribed textbooks used in ESL classrooms provide the necessary tools in preparing learners for the transition of language skills across disciplines.

Garinger (2002) said that "A practical, thorough, and straightforward method for choosing ESL textbooks is to analyze the options according to program issues, going from broad (e.g., goals and curriculum) to specific (e.g., exercises and activities). The strategy behind this technique is to eliminate unsatisfactory textbooks at each stage of analysis so that only the most appropriate are left at the end, making the choice clear and manageable".

1.2 Statement of the Problem

English textbooks play a very important role in many language classrooms, but in recent years there has been a lot of change on the actual role of materials in teaching English as a Second/Foreign Language (TESL/TEFL). Arguments have encompassed both the potential and the limitations of materials for 'guiding' students and teachers through the learning process.

Since the Twelfth Grade Textbook is one of the recently developed textbook in Jordan. The researcher decided to carry out the study to investigate the perspectives of the students and teachers about the Twelfth grade English textbook.

1.3 Significance of the study

This study derives its significance from the topic it tackles. It tackles EFL teachers and students' assessment of the new 12th grade English textbook and the effect of gender and experience on these perceptions in Al-Tafilah Directorate of Education.

It is hoped that the results of the study may:

1-Help in identifying the areas that need modification in EFL textbook in Jordan.

2-Provide an understanding of the importance of the role of the textbooks.
3-Help EFL textbooks' designer to establish new effective textbooks.

1.4 Definitions of terms

1. **Textbook:** Twelfth grade English textbook. It was published in 2009. It contains from twelve units, six for every semester.
2. **Teachers:** Twelfth grade English teachers in the second semester in 2010-2011 in Al-Tafila Directorate of Education.
3. **-Students:** Twelfth grade English students in the second semester in 2010-2011 in Al-Tafila Directorate of Education.
4. **-Grade Level:** English Twelfth grade in the second semester in 2010-2011in Al-Tafila Directorate of Education.

1.5 Purpose of the Study

This study aims to evaluate the 12th grade textbook from teachers' and students' perspectives. The study examines the role of the gender, and experience variables among teachers and students on the degree of the evaluation of the New English Textbook for the 12th grade in Al-Tafilah Directorate of Education.

1. 6 Questions of the study

This study attempts to answer the following questions:

1- What are the EFL teachers' perceptions of the new Twelfth grade English textbook?
2- What are the EFL students' perceptions of the new Twelfth grade English textbook?
3- Are there any significant differences in the EFL teachers' perceptions due to their gender and experience?
4- Are there any statistical significant differences in the EFL students' perceptions due to gender (male, female)?

1.7 Limitations of the study

This study is limited to:
1-The EFL teachers and students in the schools of Al- Tafilah Directorate of Education.
2-The EFL textbook taught to the 12th grade for the scholastic year of 2010-2011.

Chapter Two
Theoretical framework and related literature

This part presents a review of the literature on evaluation of the English textbooks and a review of a number of empirical studies on the perspectives of students and teachers.

2.1 Theoretical framework

Certainly one important reason for using textbooks for instruction is simply that adult learners like books. Weddel, (2009) added that, adult learners seem to prefer having their own textbook rather than using no texts. Some pre-literate level learners may have never owned or even opened a book while others with extensive native language educational backgrounds may have studied countless textbooks in preparation for higher level degrees. Whatever the case, teachers can usually agree that learners consider books essential for learning to speak English.

Dahmardeh (2003) suggested that English language teaching materials (textbooks) play a very important role in many language classrooms; but recently there have been a lot of debate throughout the English language teaching profession based on the actual role of materials used for teaching English as a foreign language. The study highlighted other issues that have arisen in recent years which include textbook design and practicality, methodological validity and the role of textbooks in innovation, the authenticity of materials in terms of their representation of language, communicative textbooks.

Ansary and Babaii (2002) argued that no textbook is perfect; therefore, teachers should have the option of assigning supplementary materials based on their own specific needs in their own specific teaching situation.
Moreover, they pointed out some arguments for using a textbook, as follows:

1-A textbook is a framework which regulates and times the programs,
2-In the eyes of learners, no textbook means no purpose,
3-Without a textbook, learners think their learning is not taken seriously,
4-In many situations, a textbook can serve as a syllabus,
5-A textbook provides ready-made teaching texts and learning tasks,
6-A textbook is a cheap way of providing learning materials,
7-A learner without a textbook is out of focus and teacher-dependent.
8-For novice teachers a textbook means security, guidance, and support.

Adaskou, Britten and Fahsi (1988) discussed the choices made in a large scale textbook project concerning the cultural content of the new English course for Moroccan secondary schools. They look first at the different meanings of 'culture' in foreign language teaching.They then suggested an idealized procedure for deciding on the cultural content of a

course, and went on to apply this procedure to the Moroccan case, outlining the solutions adopted. In conclusion, it is suggested that what should really determine these choices is not the top-down strategy that has been presented, but rather the prevailing attitude towards the foreign culture among teachers of English.

Teodor, (2002) conducted a study to define the category of textbook evaluation on the basis of met theoretical dimensions, arising from the category of educational evaluation. The textbook evaluation- according to him- shall be defined from the point of view of (1) the notion, (2) functions, (3) object, (4) methods, (5) criteria, and (6) addressee, performer and process of textbook evaluation.

Williams (1983) showed some criteria and items which can be developed for evaluating English language textbook,

These items are

1- The textbook gives introductory guidance on the presentation of language items and skills. (general)
2- Suggest aids for the teaching of pronunciation: e.g. phonetic system (speech)
3- Offer meaningful situations and a variety of techniques for teaching structural units (grammar)
4- Distinguish the different purposes and skills involved in the teaching of vocabulary (vocabulary)
5- Provide guidance on the initial presentation of passages for reading comprehension (reading)
6- Demonstrate the various devices for controlling and guiding content and expression in composition exercises (writing)
7- Contain appropriate pictures, diagrams, tables, etc.

Neill (1982)suggested some reasons to use textbooks:

1- A great deal of the material was very suitable for their needs.
2- Two textbooks made it possible for the group to look ahead to what we were going to do.
3- The textbooks provided materials which were well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my his time.
4- The textbooks allowed the researcher to adapt and improvise while the researcher was teaching.

Each reason, however banal, needs some additional clarification. Let me go through them again and enlarge upon them.

2.2 Related Studies

Kirkgoz (2011) "An evaluation of English textbooks in Turkish primary education: Students’ and teachers’ Perception "conducted a research which aimed to evaluate four English textbooks which were

approved to be used in grade-4 and grade-5 classes by the Turkish Ministry of National Education in state primary schools after the 2005 curriculum renewal process.

The Participants were 816 fourth- and fifth-grade students and 124 teachers, selected with a cluster sampling technique from 54 schools in Adana, Turkey. Data were collected through a textbook evaluation checklist a Smiley Questionnaire and complemented with interviews. Descriptive statistics and one-way analysis of variance (ANOVA), the Scheffe-test and t-test were used.. The interview data were subjected to content analysis. The results revealed that it was found that fourth-grade students considered *Trip1* as the most appropriate textbook, followed by Texture English and Time for English. A similar finding was obtained from the teachers, except that no difference was observed in the opinion of the teachers on the 'skills' subscale of the questionnaire. Interview findings with the students and the teachers confirmed that each grade-4 textbook is designed to meet the curriculum objectives and the students' needs. Analysis of the fifth-grade textbook indicated that the students had a more favorable perception than the teachers on 'layout,' 'language content,' 'subject content,' and 'overall' subscales of the smiley questionnaire.

Hamdan (2010) " English-language textbooks reflect gender bias A case Study in Jordan" conducted a study to examine gender bias in English-Language school textbooks used in public schools in Jordan. The aim of the study was to explore the authors' treatment of jobs attributed to male and female characters. Nine EFL textbooks currently used in Jordanian public basic stage schools were selected (the Action Pack Series books from grades 1 to 9). The books have been in use since 1998.

A content analysis of the discourse of textbooks used in grades 1 to 9 has been carried out. The results indicated that the textbooks reflect the culturally-prevalent gender bias. While males practice a variety of jobs and are portrayed as effective and dominant characters in the labor market, females practice traditional jobs such as teachers and nurses. The paper also addresses the implications of the gender-biased messages depicted in textbooks for learners' perceptions.

Hidayet (2010) "TEFL textbook evaluation: From teachers' perspectives"conducted a study to examine the advantages and disadvantages of one type of TEFL materials, English language textbook "Spot On" , used in state primary schools in Turkey. The sample of the research consisted of 46 English teachers chosen randomly from state primary schools in Malatya and Adıyaman city centers. A five-likert type scale was used for evaluation. In this research, the course book was evaluated in term of 'layout and design, activities and tasks, language type, subject, content and skills and whole aspect'. The research revealed that

‘Spot On’ textbook actually did not stand up reasonably well to a systematic in-depth analysis and that the negative attributes far out-weighed the positive characteristics.

Aqel (2009) " An evaluative study of the Palestinian 11th grade English textbook from the teachers' perspective in Southern Nablus and Salfit Districts "conducted an evaluative study of the Palestinian 11th Grade English textbooks from the teachers' perspective. The study examined the role of the district, gender, qualification and years of experience variables among teachers on the degree of the evaluation of the English textbook. The sample of the study consisted of 60 male and female teachers who teaching English for the 11th Grade .The researcher developed a 47-item questionnaire to evaluate the textbook. The findings of the study showed that the degree of evaluation of English textbook was moderate. There were established significant differences in general shape domain between Salfit and Southern Nablus districts in favor of Salfit. There were also differences in teaching aids between male and female teachers in favor of females. However, there were no significant differences in the degree of evaluation of the textbook due to qualification or experience variables.

Bataineih (2009) " An Evaluation of the Authentic Socio Cultural Elements in the Prescribed English Language Textbooks of the Secondary Schools in Jordan "conducted a study to examine the using of authentic English in the English language textbooks of the secondary schools in Jordan to find out the amount of authentic cultural aspects in the prescribed textbooks of English at the secondary level in comparison with the unauthentic aspects. The English language textbooks for the secondary stage (Amra Series) represented the population of the research. The researcher has got the last edition of the books, which are written by a special foreign team of authors with a partial participation of Arab authors appointed by the Jordanian Ministry of Education.

Based on examining the frequencies and the percentages of the local and foreign socio – culture elements in Amra 1 and Amra 2, the results show that the contents of these two course books are basically based on the local culture of the learners.

Nemati (2009) " Evaluation of an ESL English course book " conducted a study evaluating English pre-university textbook in India with respect to general criterion as well as vocabulary. Twelve teachers who were selected randomly. Developed a questionnaire to conduct the study. A number of 26 teachers from twelve different governmental and non governmental schools in India participated in the study. They were asked to fill the questionnaire. The findings showed that a bout 70% of the teachers believe that textbook has those criteria that is major for each units. About 62% of teachers mentioned that the book is clearly organized and graded from easy to difficult. And just 46% of them believe that the book intends to increase

students′ motivation from one unit to another and it encourages learners to become independent and a bout 30% of them believe that the topics are not interesting for the students so it is important to strive and import this part.

Hasan and Raddatz (2008) " Analysis of EFL elementary textbooks in Syria and Germany: cognitive, affective and procedural aspects in their inter-cultural context " explored and compared the cognitive, affective and procedural aspects of EFL elementary textbooks in Syria and Germany. It analyzed a corpus which consisted of three Syrian elementary textbooks, Starters I-III**,** and their German counterparts, Kooky I-II. The sample of this investigation includes EFL elementary textbooks from Syria and Germany. The Syrian textbooks 1,2 and 3 include classes 3,4 and 5 (age groups 8-10), the German textbooks 1 and 2 include classes 3 and 4. The Syrian textbooks are produced and approved of by the Ministry of Education and they are prescribed all over Syria. They are called "English for starters" and have been classified into "teacher's guide"; "pupil's book" and "activity book". The pupil's book contains texts supported by colored pictures, and the activity book contains exercises for the pupils to copy. The teacher's guide is written in English. German textbooks 1 and 2 include classes 3 and 4 (age groups 8-9). So a descriptive-analytical approach is used to examine the content-material in terms of teacher vs. pupil orientation, product vs. process orientation, virtuality vs. authenticity, cognitive learning vs. learning by doing which represent the essential parameters of learner autonomy. Results indicate that the Syrian material focuses on the cognitive element of language learning without ignoring affective and procedural factors, whereas the German material tends to put special emphasis on affectivity and process-orientation. For the Syrian material, the study suggests the inclusion of pronunciation exercises and a stronger consideration of learner autonomy. For the German material, close attention should be paid to a well-balanced relationship between the three parameters mentioned above

Alamri (2008), " An evaluation of the sixth grade English language textbook for Saudi boys' schools " conducted a research to evaluate the quality of the sixth grade English language textbook for Saudi boys' schools which was introduced at the elementary stage by the Ministry of Education in 2004. A survey questionnaire was used in this study to elicit the perspectives of 93 English language teachers and 11 supervisors in Riyadh Educational Zone about the textbook in question. The questionnaire consisted of 64 grouped under 12 main categories: the general appearance, design and illustration, accompanying materials, objectives, topic appropriateness, learning components, socio-cultural contexts, skills development, teach ability, flexibility, teaching methods, and practice and testing.

The findings were generally in favor of the textbook except for the teaching methods and some other sub-items. Out of 64 items in the questionnaire, only 13 items had arithmetic means less than 2.50. The category that had the highest mean was the one on learning components, while the category that had the lowest mean was the one on teaching methods. The findings also revealed that there were no significant differences between the means of the two populations of the study (teachers and supervisors) except on the flexibility of the textbook and the different natures of their jobs might be the reason behind this difference.

Ansary,(2003) " Subliminal sexism in current ESL/EFL textbooks, From a knowledge and respect of the past moving towards the English international language futur " conducted a study as an attempt to explore the status of sexism in current ESL/EFL textbooks. So, two types of analysis were performed to examine the manifestation(s) of sexist attitudes and values in two textbooks (Right Path to English I & II) that are locally designed to cater for and respond to the English language needs of Iranian students at secondary schools. First, a systematic quantitative content analysis was carried out with reference to (a) sex visibility in both texts and illustrations and (b) female/male topic presentation in dialogs and linked job possibilities, (b) sex-based activity types, (c) stereotyped sex roles (d) firstness and (e) masculine generic conception. Results revealed that Right Path to English I & II can be considered sexist textbooks that present students, in their early exposure to the English language, with an unfair and inexcusable picture of women. It is suggested that this sexism, though embarrassing and undesirable, seems to mirror the institutionalized unfair sex discrimination to the disadvantage of women in society.

2.3 Conclusion

Most of the previous studies were conducted to examine some cases and issues in particular textbooks. Almost all of them recognized the importance of school textbooks and the importance of teachers' and students' perspectives towards these textbooks.

The researcher of the current study hopes to add new knowledge in the given field. He recognized that the above researchers did not investigate the teachers' and students' perspectives towards 12th grade textbook in Jordan. Thus, the researcher hopes that this study will add new knowledge in this field, since it is the second study conducted in Al-Tafilah Directorate of Education to reveal the teachers' and students' perceptions, and it explores the differences in EFL teachers' perspectives that can be attributed to gender and years of experiences, and the differences in EFL students' perspectives that can be attributed to their gender.

Chapter Three
Procedures and Methodology

This chapter deals with the methods and procedures of the study. It presents the population, sample, variables, validity and reliability of the instrument and data collection and analysis.

3.1 Population of the Study

The population of the study consists of all the English language male and female teachers and all 12th grade male and female students in Al-Tafilah Directorate of Education in the first semester of the academic year 2011-2012. The total number of the teachers is 48 (23 males and 25 females). The total number of the students is 1242 (595 male and 647 female).

3.2 Sample of the Study

The sample of the study consisted of all 48 male and female teachers. In other words. As for the students the sample consisted of 60 male and 65 female selected from four different schools, two for boys and two for girls .They are 'Emeh Secondary School for Girls, Al-Tafila Secondary for Girls, 'Emeh Secondary for Boys, and Al-Tafila Secondaey for boys. Tha sample was selected randomly. Table (1) shows the distribution of the sample of the study.

Table (1)
distribution of the sample of the study

	Gender	No.
Teachers	Male	23
	Female	25
	Total	48
Students	Male	60
	Female	65
	Total	125

3.3 Instrumental Material:

Twelfth grade English textbook. It was published in 2009. It contains from twelve units, six for every semester.It contains from student's book and workbook.The schools in Jordan used this book in 2010-2011.It is new and its name is Action Pack 12.

3.4 Instrument of the Study

The researcher developed a questionnaire that tackles the perceptions of the EFL teachers and students perceptions of the new 12th grade English textbook. The questionnaire consisted of three parts:

1- Bibliographical information which includes the gender, qualification and years of experience.
2- Items of teachers' perceptions.
3- Items of students' perceptions.

Each item of the questionnaire was followed by five options (always, usually, sometimes, rarely, and never). These options were given values that rank from 5 to 1. (Always=5, usually=4, sometimes=3, rarely, and never=1)

3.5 Variables of the Study

This study has two independent variables:

1- Experience: it was divided into four levels: ($>0\leq5$), ($>5\leq10$), ($>10\leq15$), and (≥16).
2- Gender; female and male.

The dependent variable was the EFL teachers' and students' perceptions of the new 12th grade English textbook.

3.6 Validity of the instrument

The first draft of the questionnaire was given to a jury of experts in and out of Mu'tah University, (See appendix I).The jury was asked to validate the questionnaire by checking for appropriateness to the purpose of the study. They were asked to add, delete or change any of the items. Their recommendations were analyzed and taken into consideration. The first draft consisted of 31 items and after their recommendation it was 47 items,(see appendix II).

3.7 Reliability of the instrument

A pilot study was conducted on some teachers and students, who were not included in the sample of the study, to establish the reliability of the instrument. A copy of the questionnaire was submitted to each one to answer its items, and then the copies were collected by the researcher. Two weeks later, the questionnaire was submitted in the same way. The result was .75 which was considered statically reliable.

3.8 Procedures of the study

After validating and establishing the reliability of the questionnaire, the researcher went to the schools in Al-Tafilah Directorate of Education and distributed the copies of the questionnaire hand to hand to the EFL teachers in all the schools, he also distributed the copies of the questionnaire hand to hand to the EFL students in 'Emeh Secondary School for Boys, Al-Tafilah Secondary school for Boys, 'Emeh Secondary School for Girls, Al-Tafilah Secondary Comprehensive School for Girls.The researcher explained the purpose of the study for them. He assured them also that their

responses would be kept confidential and would be used only for academic purposes. They gave him the copies hand to hand as well.

3.9 Data Analysis:

1- Each item of the questionnaire was followed by five options (always, usually, sometimes, rarely, and never). These options were given values that rank from 5 to 1. (Always=5, usually=4, sometimes=3, rarely, and never=1)

2- Means, Standard Deviation, Frequencies, Percentages, and Two way ANOVA test were used to analyze the collected data.

After the guidance the statistical people and the specialists, the researcher considered the following scale to rank the results into different levels :

1.0-2.5 = Low
2.6-3.5 = Mid
3.6-5.0 =

Chapter Four
Results of the study and Discussion and Recommendations

This chapter presents the findings of the study. In order to answer the questions of the study, descriptive statistics (Mean and Standard Deviation,) and analysis of 2 way ANOVA were used.

4.1 Results Related to the First Question: What are the EFL teachers' perceptions of the new Twelfth grade English textbook? Table 2 below presents the Means and Standard Deviation of the teachers' responses.

Table (2)

Means and Standard Deviation of the teachers' responses on all of the items.

N0.	Item	Mean	SD	level
	A. Book General Shape			
1-	The textbook is organized effectively.	4.54	0.98	High
2-	The textbook is appropriate for the language learning aims of my institution.	4.29	1.07	High
3-	The textbook raises my (students') interest in further English language study.	4.20	1.03	High
4-	The textbook includes specific suggestions on how to help the teacher provide explicit feedback to students.	4.02	1.10	High
5-	The print is clear and appropriate.	4.33	0.78	High
6-	The book's colors are suitable for the students.	4.33	0.66	High
7-	The cassettes expose the students to the voices and pronunciation of the native speakers of English.	3.85	1.33	High
8-	The textbook contains a variety of literary forms, like, novels, stories.	4.06	0.86	High
9-	The language used in reading passages is simple.	3.87	0.89	High
10-	The textbook helps to de-emphasize teacher's talk in the class.	4.25	0.93	High
11-	The material includes specific questions or tasks that could be used by teachers to identify students' ideas.	4.25	0.75	High
12-	The outside cover of the book is attractive.	4.29	0.84	High
13-	The textbook paper is of good quality.	4.31	0.75	High
14-	The textbook is free of mistakes.	4.28	0.86	High
15-	The price of the book is suitable for the students.	4.20	0.71	High
	B. Book Objectives			
16-	The materials objectives are apparent to both the teacher and student.	4.06	0.83	High
17-	The objectives used are at the right level for students' current English ability.	3.97	0.86	High
18-	The objectives encourage students not only to express but also to clarify**,** justify**,** and represent their ideas**.**	3.87	1.06	High
19-	Objectives are related to the learners' needs and interests.	3.59	0.97	Mid
20-	Objectives are relevant to the students' local culture**.**	4.29	0.92	High

N0.	Item	Mean	SD	level
21-	The objectives help to build students' Confidence.	4.14	0.68	High
22-	The objectives help to develop communicative skills.	4.08	0.61	High
23-	The objectives encourage critical Thinking.	4.00	0.82	High
24-	The objectives include suggestions on how to diagnose student errors and explanations about how these errors may be corrected.	3.81	1.28	High
25-	The objectives help students to make connections between their own ideas and the presented scientific ideas.	3.85	1.03	High
	C. Book Content			
26-	An adequate set of evaluation quizzes or testing suggestions is included.	3.89	1.01	High
27-	The content includes and focus on the skills that I/my students need to practice.	3.89	0.88	High
28-	The content provides an appropriate balance of the four language skills.	4.35	0.97	High
29-	The language used in the textbook is authentic, that is, like real-life English.	4.06	0.80	High
30-	The grammar points are presented with brief and easy examples and explanations.	4.16	0.78	High
31-	The subject and content of the textbook is interesting, challenging and motivating.	4.16	0.63	High
32-	The content is not culturally biased	4.04	0.69	High
33-	The content conveys or prompts teachers to convey to students how the activity relates to the unit purpose.	4.10	0.83	High
34-	I would choose to study/teach this textbook again.	3.56	1.28	Mid
35-	Speaking exercises allow students to talk about their concerns and interests.	3.91	0.89	High
36-	The activities are rich with illustrations that facilitate students' learning	3.82	0.78	High
37-	Activities are clear and exact.	3.89	0.83	High
38-	The activities help the teacher to choose the right aids and the best methods of teaching	4.47	0.71	High
39-	The pictures and diagrams used are related to the learners' background.	4.08	0.57	High
	D- Progress Test			
40-	The progress test is arranged logically.	4.14	0.58	High
41-	The progress test is relevant to the objectives.	4.14	0.74	High
42-	The progress test helps the teacher to choose the right instructional tools.	4.14	0.89	High
43-	The progress test contains a sufficient amount of exercises.	4.12	0.86	High
44-	Vocabulary exercises are often meaningful and relevant to the learners needs.	4.12	0.73	High
45-	Grammar and vocabulary are appropriate to the students' level.	3.97	0.60	High
46-	The exercises used are purposeful	4.12	0.76	High
47-	The progress test encourages students to clarify, justify, and represent their ideas.	4.00	0.77	High

The findings show that Twelfth grade English language teachers have varied perceptions of the new Twelfth grade English textbook. Table 2 shows that item 1 " The textbook is organized effectively." ranked first with a mean of 4.54 and a standard deviation of 0. 98, (high). Item 38" The activities help the teacher to choose the right aids and the best methods of teaching." ranked second with a means of 4.47 and a standard deviation of 0.71, (high). Item 28 " The content provides an appropriate balance of the four language skills." ranked third with a means of 4.35 and a standard deviation of 0.97, (high). Items 5 " The print is clear and appropriate." With a mean of 4.33 and a standard deviation of 0.78, (high), and 6 " The book's colors are suitable for the students." ranked fourth with a means of 4.33 and a standard deviation of 0.66, (high). According to table (2) the highest mean on teachers' responses was 4.54 on item (1) and the lowest means was 3.56 (≈3.6) . Based on the ranking used in this study this shows that teachers perceptions of the textbook were high (3.6-5.0).

4.2 Results related to the second question: What are the EFL students' perceptions of the new Twelfth grade English textbook?
Table 3 below presents the Means and Standard Deviation of the students' responses.

Table (3)
Means and Standard Deviation of the students' responses on all of the items.

N0.	Item	Mean	SD	level
	A. Book General Shape			
1-	The textbook is organized effectively.	3.79	0.99	High
2-	The textbook is appropriate for the language-learning aims of my institution.	3.63	0.91	High
3-	The textbook raises my (students') interest in further English language study.	3.48	0.87	Mid
4-	The textbook includes specific suggestions on how to help the teacher provide explicit feedback to students.	3.35	0.90	Mid
5-	The print is clear and appropriate.	3.77	0.90	High
6-	The book's colors are suitable for the students.	3.55	0.93	Mid
7-	The cassettes expose the students to the voices and pronunciation of the native speakers of English.	2.84	1.28	Mid
8-	The textbook contains a variety of literary forms, like, novels, stories.	3.22	1.04	Mid
9-	The language used in reading passages is simple.	3.24	0.98	Mid
10-	The textbook helps to de-emphasize teacher's talk in the class.	3.04	1.18	Mid
11-	The material includes specific questions or tasks that could be used by teachers to identify students' ideas.	3.16	1.04	Mid
12-	The outside cover of the book is attractive.	3.31	0.91	Mid

13-	The textbook paper is of good quality.	3.41	0.89	Mid
14-	The textbook is free of mistakes.	3.33	0.93	Mid
15-	The price of the book is suitable for the students.	3.37	0.92	Mid
	B. Book Objectives			
16-	The materials objectives are apparent to both the teacher and student.	3.28	1.03	Mid
17-	The objectives used are at the right level for students' current English ability.	3.40	1.03	Mid
18-	The objectives encourages students not only to express but also to clarify, justify, and represent their ideas.	3.16	1.09	Mid
19-	Objectives are related to the learners' needs and interests.	3.05	1.04	Mid
20-	Objectives are relevant to the students' local culture.	3.20	1.26	Mid
21-	The objectives help to build students' confidence.	3.18	1.05	Mid
22-	The objectives help to develop communicative skills.	3.08	0.89	Mid
23-	The objectives encourage critical thinking.	3.08	1.00	Mid
24-	The objectives include suggestions on how to diagnose student errors, explanations about how these errors may be corrected.	2.73	1.17	Mid
25-	The objectives help students to make connections between their own ideas and the presented scientific ideas.	2.82	1.12	Mid
	C. Book Content			
26-	An adequate set of evaluation quizzes or testing suggestions is included.	3.03	1.20	Mid
27-	The content includes and focus on the skills that I/my students need to practice.	3.16	1.14	Mid
28-	The content provides an appropriate balance of the four language skills.	3.09	1.34	Mid
29-	The language used in the textbook is authentic, that is, like real-life English.	3.00	1.02	Mid
30-	The grammar points are presented with brief and easy examples and explanations.	3.28	1.01	Mid
31-	The subject and content of the textbook is interesting, challenging and motivating.	3.20	0.95	Mid
32-	The content is not culturally biased	3.08	1.11	Mid
33-	The content conveys or prompts teachers to convey to students how the activity relates to the unit purpose.	3.16	1.08	Mid
34-	I would choose to study/teach this textbook again.	3.07	1.22	Mid
35-	Speaking exercises allow students to talk about their concerns and interests.	3.08	1.24	Mid
36-	The activities are rich with illustrations that facilitate students' learning	3.18	1.12	Mid
37-	Activities are clear and exact.	3.24	1.05	Mid
38-	The activities help the teacher to choose the right aids and the best methods	3.02	1.29	Mid

	of teaching			
39-	The pictures and diagrams used are related to the learners' background.	3.02	1.03	Mid
	D- Progress Test			
40-	The progress test is arranged logically.	3.25	0.85	Mid
41-	The progress test is relevant to the objectives.	3.35	0.86	Mid
42-	The progress test helps the teacher to choose the right instructional tools.	3.29	0.90	Mid
43-	The progress test contains a sufficient amount of exercises.	3.32	0.92	Mid
44-	Vocabulary exercises are often meaningful and relevant to the learners needs.	3.28	0.96	Mid
45-	Grammar and vocabulary are appropriate to the students' level.	3.27	1.01	Mid
46-	The exercises used are purposeful	3.37	1.03	Mid
47-	The progress test encourages students to clarify, justify, and represent their ideas.	3.33	1.17	Mid

The findings show that Twelfth grade English language students have also varied perceptions of the new Twelfth grade English textbook. Table 3 shows that item1 " The textbook is organized effectively." ranked first with a mean of 3.79 and a standard deviation of 0.99, and this is the same of the teachers' perceptions **,** (high), and. Item 5 **"** The print is clear and appropriate.**:** ranked second with a mean of 3.77 and a standard deviation of 0.90, (high), Item 2 " The textbook is appropriate for the language-learning aims of my institution**."** ranked third with a mean of 3.63 and a standard deviation of 0.91**, (**high), Item 6 **"** The book's colors are suitable for the students" ranked fourth with a mean of 3.55 and a standard deviation of 0.93, (high).

According to table (3) the highest means for students' perceptions was 3.79 and the lowest was 2.82 (item 25). Apart from items 1, 2,5,7 which had mean scores ranked high on the scale used in this study, all the other items of the questionnaire were mid (2.6-3.5). Hence the results for question number two is that the students' perceptions towards the textbook were mid.

4.3 Results Related to the third question: Are there any significant differences in the EFL teachers' perceptions due to their gender and years of experience?

4.3.1 Teachers' Responses According to their Gender.

Table (4) below presents the means and the standard deviations of the teachers according to their gender.

Table (4)

Means and standard deviations of the teachers according to their gender.

teachers	means	SD	Level
male	4.216	.16001	High
female	3.9232	.60492	High

Table (4) shows that the mean score for the male teachers was (4.21) and that of the female teachers was (3.93).

4.3.2 Teachers' Responses According to their Levels of Experience.

Table (5) below presents the means and the standard deviations of the teachers according to their years of experience.

Table (5)

Means and Standard Deviation by Experience

Level of Experience	No.	Means	SD	LEVEL
(>0≤5)	15	3.96	0.44	High
(>5≤10)	13	4.27	0.19	High
(>10≤15)	10	4.11	0.46	High
(≥16)	10	3.94	0.63	High

Table 5 shows that the teachers of an experience of (>5≤10)had the highest mean (4.27), teachers of an experience of (>10≤15)with a mean of (4.11) came second, teachers of an experience of (>0≤5)with a mean of (3.96) came third, and teachers of an experience of (≥16)with a mean of (3.94) came last.

To show whether the results in tables 4 and 5 were significant a two way Anova was conducted. Table (6) below presents the results of the two way Anova for gender and years of experience.

Table(6)

Results of 2- way ANOVA to explore the differences in the EFL teachers' perceptions due to gender and experiences.

	Sum of. Squares	D.F	Mean. Square	F	Sig
Gender	0.644	1	0.644	3.391	0.072
Experience Level	0.493	3	0.164	0.865	0.466
Error	8.172	43	0.190		
Corrected total	9.693	47			

Table 6 shows that there are no significant differences at level of (ά ≤0.05) in the EFL teachers' perceptions due to their gender and years of experiences. The level of significance for gender was .072 and that for years of experience was .466 which means both are not significant at (ά≤0.05).

4.4 Results Related to the fourth Question: Are there any significant differences in the EFL students' perceptions due to their gender?

Tables (7)

below presents the Means and Standard Deviation of the students according to their gender.

Gender	N	Mean	SD	level
Male	60	3.16	0.38	Mid
Famale	65	3.26	0.44	Mid

Table(7) shows that the mean of the male students was (**3.16**) and the mean of the female students was (**3.26**). Females' and males' perceptions were positive but in general female students expressed higher positive perceptions in all of the subscales than the male did.(The opposite of the teachers' perceptions). To show whether or not these figures are significant a T-test was conducted. Table (8) shows the t-test of male and female students' perceptions

Table (8)

t-test results of male and female students' perception

Gender	**No.**	T-test	Sig.
Male	**60**	1,334	0.188
Female	**65**		

The table (8) shows that there were no significant statistical difference between male and female students perceptions. The t-value was .188 which is not significant at ($ά \leq 0.05$).

4.5 Discussion of the results of the first question: What are the EFL teachers' perceptions of the new Twelfth grade English textbook?

The first question investigated EFL teachers' perceptions of the new Twelfth grade English textbook. The results showed that EFL teachers' perceptions towards the new Twelfth grade English textbook were positive. The mean of the whole corpus of items that measured the perceptions of the sample was highly positive (high). These positive perceptions might be due to the teachers' recognition of the role of the textbook in the classroom. The results revealed that teachers know that textbooks are one of the most familiar and powerful tools. It is not surprising that, for many, textbook is the central tool in the teaching- learning process and has been used for a wide variety of educational purposes. If one asks a teacher how he or she teaches, the answer will be " depending on the textbook".

Textbooks are a constant source for teachers. The results indicated that English language teachers were aware of the usefulness of the new English textbooks in general in the classroom because of their helpful role in facilitating the teaching and learning process. They also completely recognized the necessity to use them in their classrooms.

4.6 Discussion of the results of the second question: What are the EFL students' perceptions of the new Twelfth grade English textbook?

The second question investigated EFL teachers' perceptions of the new Twelfth grade English textbook. The results showed that EFL students' perceptions towards the new Twelfth grade English textbook, concerning the second question, were positive. The means of the whole corpus of items that measured the perceptions of the sample were mid. These positive perceptions might be due to the students recognition of the importance of the new English textbook. According to the students, using this new textbook can encourage students to think at higher cognitive levels that will ultimately lead to improved learning. They believed that the book is organized effectively and it raises their interest in further English language study. They believed also that the objectives of the new textbook encourage students not only to express but also to clarify, justify, and represent their ideas. And they are at the right level for students' current English ability. The grammar points are presented with brief and easy examples and explanations. And finally, the progress test encourages students to clarify, justify, and represent their ideas. It is believed that this textbook can help students to acquire a deep, elaborate understanding of the subject matter.

This new textbook helps students to know, to encourage participation, give feedback to the students, to test students' knowledge, focus students' attention, guide the approach to a particular subject, direct the attention to the topic being learned, provide review of previous English lessons, keep students actively involved in English lessons, evaluate students' learning and revise their lessons as necessary, and emphasize the most important points in the lessons.

4.7 Discussion of the results of the third question: Are there any significant differences in the EFL teachers' perceptions due to their gender and years of experience?

There were no significant differences in the EFL teachers' perceptions due to their gender or years of experience, and this is due to the fact that textbooks are very powerful teaching tool that teachers (females and males) need to utilize. Traditionally, textbooks have been used to determine and focus the teaching- learning process.

Moreover, throughout the history of the schooling process, textbooks have been associated with the teaching- learning process. It is commonly acknowledged that textbook is an important role in learning and thinking skills and helps the teachers and students to facilitate the learning and teaching process. In every case, teachers must be sure that they are using the right textbook.

4.8 Discussion of the results of the fourth question: Are there any significant differences in the EFL students' perceptions due to their gender?

There were no significant differences in the EFL students' perceptions due to their gender, and this is due to the fact that textbooks are very powerful teaching tool that students (females and males) need to utilize.

It is widely known that textbook promotes students thinking and learning. Good textbook can allow students to reflect their own learning and to develop the ability to clearly articulate their thinking.

When students really want to learn something, they go and read a book. They read to become skilled in any thing they want. Effective book has effective potential to stimulate students' thinking. Textbooks can and have been used to provide feedback about what teachers want to teach, stimulate their thoughts, to encourage all students to participate, to promote thinking. Teachers should encourage students to return to their textbooks to engage them at various levels and to challenge their abilities.

4.9 Conclusions:

The study revealed positive perceptions toward the new twelfth grade textbook regardless of the EFL teachers' gender and levels of experience, and students' gender. The EFL teachers' and students' perceptions might be due to their recognition of the importance of the role of textbooks in general.

4.10 Recommendations:

Based on the findings of the study, the researcher recommends the following:

1- The researcher believes that teachers should do their own research (Action Research) and investigate their students' perceptions toward the new textbook.

2- Further researches on the relationships between teachers' and students' perceptions and other variables such as teachers' qualifications, place of teaching are also recommended.

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APPENDIX (I)
FIRST DRAFT OF THE INSTRUMENT

Dear Teachers and Student,

The researcher aims to evaluate the 12th grade textbook from teachers' and students' perspectives. The study will examine the role of the gender, and years of experience variables among teachers and students on the degree of the evaluation of the New English Textbook for the 12 grade in **s** Al-Tafilah Directorate

Please put 'x' in the appropriate space accurately and objectively.

Thanks for your cooperation

Researcher: Adam Saleem Muhsen Amawi

Personal Information. Gender: Male FemaleYears of Experience (teachers) : Less than 5 years 5-10 years

10-15 years More than 15 years

NO.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
	A. Book General Shape					
1-	The textbook is organized effectively.					
2-	The textbook are appropriate for the language-learning aims of my institution.					
3-	The textbook raises my (students') interest in further English language study.					
4-	The textbook includes specific suggestions on how to help the teacher provide explicit feedback to teacher.					
5-	The print is clear and appropriate.					
6-	The book's colors are suitable to the students.					
7-	The cassettes expose the students to the voices and pronunciation of the native speakers of English.					
8-	The textbook contains a variety of literary forms, like, novels, stories.					
9-	The language used in reading passages is simple.					
10-	The textbook helps to de-emphasize teacher's talk in the class.					
11-	The material includes specific questions or tasks that could be used by teachers to identify students' ideas.					

	B. Book Objectives					
No.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
1-	The materials objectives are apparent to both the teacher and student.					
2-	The objectives used are at the right level for students' current English ability.					
3-	The objectives encourages students not only to express but also to clarify**,** justify**,** represent their ideas**.**					
4-	Objectives are related to the learners' needs and interests.					
5-	Objectives are relevant to the students' local culture**.**					
6-	The objectives help to build students' Confidence.					
7-	The objectives help to develop communicative skills.					
8-	The objectives encourage critical Thinking.					
9-	The objectives include suggestionsto how to diagnose student errors, explanations about how these errors may be corrected.					
10-	The objectives help students to make connections between their own ideas and the presented scientific ideas.					

	C. Book Content					
No.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
1-	An adequate set of evaluation quizzes or testing suggestions is included.					
2-	The content includes and focus on the skills that I/my students need to practice.					
3-	The content provides an appropriate balance of the four language skills.					
4-	The language used in the textbook is authentic, that is, like real-life English.					
5-	The grammar points are presented with brief and easy examples and explanations.					
6-	The subject and content of the textbook is interesting, challenging and motivating.					
7-	The content is not culturally biased					
8-	The content conveys or prompts teachers to convey to students how the activity relates to the unit purpose.					
9-	I would choose to study/teach this textbook again.					
10-	Speaking exercises allow students to talk about their concerns and interests.					

APPENDIX (II)
FINAL DRAFT OF THE INSTRUMENT

Dear Teachers and Students,

The researcher aims to evaluate the 12th grade textbook from teachers' and students' perspectives. The study will examine the role of the gender, and years of experience variables among teachers and students on the degree of the evaluation of the New English Textbook for the 12 grade in Al-Tafilah Directorate

Please put 'x' in the appropriate space accurately and objectively.

Thanks for your cooperation

Researcher: Adam Saleem Muhsen Amawi

Personal Information

Gender: Male Female

Years of Experience (teachers) :

Less than 5 years 5-10 years

10-15 years More than 15 years

N0.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
	A. Book General Shape					
1-	The textbook is organized effectively.					
2-	The textbook is appropriate for the language-learning aims of my institution.					
3-	The textbook raises my (students') interest in further English language study.					
4-	The textbook includes specific suggestions on how to help the teacher provide explicit feedback to students.					
5-	The print is clear and appropriate.					
6-	The book's colors are suitable for the students.					
7-	The cassettes expose the students to the voices and pronunciation of the native speakers of English.					
8-	The textbook contains a variety of literary forms, like, novels, stories.					
9-	The language used in reading passages is simple.					
10-	The textbook helps to de-emphasize teacher's talk in the class.					
11-	The material					

	includes specific questions or tasks that could be used by teachers to identify students' ideas.					
12-	The outside cover of the book is attractive.					
13-	The textbook paper is of good quality.					
14-	The textbook is free of Mistakes.					
15-	The price of the book is suitable for the students.					
	B. Book Objectives					
16-	The materials objectives are apparent to both the teacher and student.					
17-	The objectives used are at the right level for students' current English ability.					
18-	The objectives encourages students not only to express but also to clarify, justify, and represent their ideas.					
19-	Objectives are related to the learners' needs and interests.					
20-	Objectives are relevant to the students' local culture.					
21-	The objectives help to build students' Confidence.					
22-	The objectives help to develop communicative skills.					

23-	The objectives encourage critical Thinking.					
24-	The objectives include suggestions on how to diagnose student errors, explanations about how these errors may be corrected.					
25-	The objectives help students to make connections between their own ideas and the presented scientific ideas.					
	C. Book Content					
26-	An adequate set of evaluation quizzes or testing suggestions is included.					
27-	The content includes and focus on the skills that I/my students need to practice.					
28-	The content provides an appropriate balance of the four language skills.					
29-	The language used in the textbook is authentic, that is, like real-life English.					
30-	The grammar points are presented with brief and easy examples and explanations.					
31-	The subject and content of the textbook is interesting, challenging and motivating.					
32-	The content is not culturally biased					

No.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
33-	The content conveys or prompts teachers to convey to students how the activity relates to the unit purpose.					
34-	I would choose to study/teach this textbook again.					
35-	Speaking exercises allow students to talk about their concerns and interests.					
36-	The activities are rich with illustrations that facilitate students' learning					
37-	Activities are clear and exact.					
38-	The activities help the teacher to choose the right aids and the best methods of teaching					
39-	The pictures and diagrams used are related to the learners' background.					
	D- Progress Test					
40-	The progress test is arranged Logically.					
41-	The progress test is relevant to the Objectives.					
42-	The progress test helps the teacher to choose the right instructional tools.					
43-	The progress test contains a sufficient amount of exercises.					

No.	Item	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
44-	Vocabulary exercises are often meaningful and relevant to the learners needs.					
46-	Grammar and vocabulary are appropriate to the students' level.					
47-	The exercises used are purposeful					
48-	**The progress test encourages students to** clarify, justify, **and** represent **their ideas.**					

المعلومات الشخصية

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